SCHOOL NAME: Clay High School

School Based Leadership Team

Response to Instruction/Intervention (RtI)
Identify the school-based RtI Leadership Team.
- Indicate who is on the team and their position. Also explain why they have been included on the team.

Peter McCabe, Principal. Mr. McCabe provides a common vision for the use of data-based decision making, ensures the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Linda Garcia and Michele Wilkes are ESE teachers/Support Facilitators. They participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Tonya Srader and Jaime Harkins are Academic Coaches. They develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered to be "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Tonya Srader is also our Reading Intervention Coach. She assists teachers and school based leadership teams in using data to identify reading and other academic/behavioral deficits of students; develop appropriate interventions designed to meet the needs of these students and monitor the implementation of intervention plans.

Deborah Segreto, Vice Principal. Mrs. Segreto provides guidance on the K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Mike Francisco, Technical Support and Tim Champagne, Business Department Chair. They develop or broker technology necessary to manage and display data; provide professional development and technical support to teachers and staff regarding data management and display.

Cindy Kelly, Speech/Language Clinician. Ms. Kelly educates the team on the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with

respect to language skills.

Cheryl Nix, Guidance Counselor and Rebecca Hancock, CHS School Social Worker. They provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

- Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/ coordinate RtI efforts?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions;

Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources, the team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team, School Based Leadership Team, the School Advisory Council (SAC), the Vice Principal and Principal collaborated to develop the SIP. The team provided disaggregated data on Tier 1, 2, and 3 targets; helped identify academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of Instructional Focus Calendars and essential questions based on disaggregated student achievement data.

RtI Implementation
- Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior.
Performance Matters Diagnostic (Baseline) and Assessments for Reading, Algebra, Geometry, and Biology; FAIR testing for Reading along with Sample FCAT Reading passages, Florida Comprehensive Assessment Test (FCAT) End of Course Exams Biology, Geometry and Algebra1
Progress Monitoring: Compass, Performance Matters, Clay Writes, FCAT Simulation
Midyear: Performance Matters
End of year: EOC's, FCAT
Frequency of Data Days: twice a month for data analysis

- Describe the plan to train staff on RtI.

Professional development will be provided once a month with whole group instruction with all faculty and small group instruction in departments throughout the year. The RtI Team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).

  Peter McCabe, Principal; Debbie Segreto, Vice Principal; Cary Dicks, Assistant Principal, Matt Lewis, Assistant Principal; Jaime Harkins, Science Coach; Tonya Srader, Reading/Intervention Coach; Mark McKinney, Janet Buchanan, Lucy Conrad, Tiffany Craig, Donna Deis, Le Neta Hill, Gary Hlebinsky, Vicki Miller, Claire McCool, Sherman O'Brien, Harold Rutledge, Robert Thompson, Karen Olley and Frank Wickes are Department Chairs or lead teachers.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

  The LLT will meet once a month on Mondays to review data provided by the SB RtI Team to determine faculty training needs on delivery of Tier 1 interventions, implementation, if needed, of Tier 2 intervention, and integrating all three tiers in a class period. Our focus this year is improving the learning gains of our lower 25% population in Math and Reading.

- What will be the major initiatives of the LLT this year?

- We will focus on students who have not passed the Florida Comprehensive Assessment test (FCAT) in Reading; Reading and Math FCAT retakers and EOC Algebra 1 retakers. We will also look at behavior, attendance and grades of these same students who are being monitored through our mentoring program. .

Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413(b) F.S.

- For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

  On a bi-weekly basis, the Reading Coach will review an activity from the STRATEGIES THAT WORK book to build the knowledge base of all teachers.

  Instructional Focus Calendars will also be used in core curriculum that will be aligned with the reading instructional focus. The school will participate in a 20-minute reading block where everyone reads. Teachers are encouraged to become CAR-PD certified.

  All teachers incorporate the reading standards through what we call "essential skills." All teachers must complete two essential skill-based lessons per week. The purpose of the lessons is for teachers to use their content while teaching the skills that are embedded in the reading standards. This is monitored by the administration through the use of classroom walkthroughs and lesson plan checks.

High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

- How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

  Clay High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for students to ask, "Why are we learning this?" and for teachers to ask, "Why are we teaching this?" to ensure that instruction is always relevant. All students meet with their Guidance Counselor 3 times a year to complete/review their individual ePEP plan.

Additional information: Dropout Prevention

- Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.

4 Elements/15 Strategies:
The Basic Core Strategies
- Mentoring/Tutoring offered Monday-Thursday by teachers. Honor program students offer tutoring after school Monday through Thursday. Teachers at CHS offer mentoring for students in the lower 25% once a week on Friday's during the school day.
- Service Learning – CHS offers students the opportunity to participate in service learning through clubs, classes, and career technical programs.
- Alternative Schooling - Night School, Florida Youth Challenge, Clay Virtual Academy and Florida Virtual School are some examples of alternate education opportunities available for students.
- After School Opportunities – 7th period classes offered for credit recovery and grade remediation daily.

Making the Most of Instruction
- Professional Development - All teachers participate/use Response to Intervention (RtI) in classrooms.
- Active Learning – Compass credit recovery program offered during school, all teachers promote active learning in classes.
- Educational Technology - Enhanced Classrooms and computer labs available.
- Individualized Instruction - Teachers incorporate small group learning with RtI.

Making the Most of the Wider Community
- Systemic Renewal - School Advisory Council
- School-Community Collaboration – School Advisory Council
- Career and Technical Education – Academies. Career/technical programs are part of curriculum.
  Safe Schools – promoted by CHS

Postsecondary Transition Note: **Required for High School** – Sec. 1008.37(4), F.S.
- Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Clay High School's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school science course, students who took the ACT, and graduates enrolled in independent colleges and universities in Florida are at District average or greater. 98% of our 10th graders took the PLAN test in Fall of 2011. We will encourage students to take AP, DE, or College Preparatory classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable					

Attainable Realistic Timely					
Goal 1: Student Performance Content Area: Reading_ **Goal 2:** Student Performance Content Area:_ Math__ **Goal 3:** Student Performance: Content Area: Writing Goal 4: Student Performance Content Area: Science **Goal 5**:_ Parental Involvement_ **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 1: By 2013, 9-12th grade students will increase the percentage of students scoring at or above proficient on the FCAT 2.0 READING test equal to or beyond the performance levels of the highest performing districts					
Strategies, Indicators and Progress Measures					
I. Strategy 1: : Implement the research based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies					
***Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.**	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. Adult Implementation Indicator (s): "CAUSE DATA" 100% of teachers will implement the research based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	Grades 9-12 50%	Grades 9-12 62.5%	Grades 9-12 75%	Grades 9-12 87.5%	Grades 9-12 100%

	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" **BOLD indicates growth needed**	**60% (10)**	70%	80%	90%	100%

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source

1. Faculty will attend district grade level CCSS training meetings during Pre-Planning.	Sign in sheets from trainings	Principal, Vice Principal	Pre-Planning 2012-13 School Year	None	District sponsored PD	No funding Required
Task 1 Incorporate the rubrics that are tied to the CCSS on student response papers.	English Common Planning Meetings Minutes	Department Chair Principal, Vice Principal	2012-2013 School Year	None	Department Trainings on Tuesday's	No funding Required
Task 2 Incorporate Higher Order Question Stems throughout Core Curriculum.	English, Math, Science, Social Studies Common Planning Meetings Minutes	Department Chair Principal, Vice Principal	2012-2013 School Year	Copies of the Question Stems each teacher received during Pre-Planning.	Department Trainings on Tuesday's	No funding Required
Task 3 Use Classroom Walk-Through and Observation Tools to provide feedback to teachers on their teaching strategies and the incorporation of CCSS into their lessons.	PD 360 videos	Administrators	2012-2013 School Year	None	Review of PD 360 videos during weekly Administrative meetings	No funding Required
	PLC minutes from each Department	Principal, Vice Principal	2012-2013 School Year	Books for each teacher	PLC	SIP Budget

Task 4 PLC book studies for all teachers: NAVIGATING IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS: GETTING READY FOR THE COMMON CORE HANDBOOK SERIES	Chair and sign in sheet					
2. The school will implement Performance Matters and FAIR Reading Assessments to monitor student progress.	Review PM/ FAIR data reports to ensure teachers are assessing students according to the created schedule	Principal, Vice Principal and the Reading Coach	2012-2013 School Year	Computer labs	CHS 2012-2013 Pre-Planning Performance Matters Training Friday, 8-10-12	No funding required
1.3 RtI strategies will be incorporated in all classrooms along with the use of enhanced technology where available.	Lesson Plan Documentation	Administration	2012-2013 School Year	Teacher needed materials to enhance instruction/ IS department continued installation of enhanced classrooms.	2012-2013 Faculty Trainings on Instructional Strategies	SI/PD Budget

1.4 Administrators will meet with All Teachers mid-year to review student data (Performance Matters, FAIR Testing, Compass Learning test results, grades, student attendance) and teacher data (parent contact logs) and teacher Individual Professional Development Plans (IPDP).	Documentation of meetings	Administrators	2012-2013 School Year	Intervention Teacher Training faculty on Researched based RtI strategies	CHS 2012-13 Faculty Trainings on Instructional Strategies	No funding required
1.5 FCTE conference attended by English teachers in Orlando review of new writing test.	Documentation of attendance	Principal, Vice Principal	October 4-6, 2012	Conference registration, and Travel expenses (hotel, food, mileage)	CHS 2012-13 Faculty Trainings on Instructional Strategies	PD Budget
6. FAME conference for Media Specialists in Orlando.	Documentation of attendance	Principal, Vice Principal	October 5-7 2012	Conference registration and Travel expenses (hotel, food, mileage)	Strategies aligned with CCSS	PD Budget
7. Music Educators Conference with student in Tampa.	Documentation of attendance	Principal, Vice Principal	January 16-18 2013	Conference registration and Travel expenses (hotel, food, mileage)	Music Department Meetings/ Trainings	PD Budget

8. Mayco Product Discovery—Glazing Techniques for ART in Jacksonville.	Documentation of attendance	Principal, Vice Principal	Sept. 22-23 2012-2013	No cost	Art Department Meeting/Trainings	None Required

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading Goal 2: Student Performance Content Area: Math Goal 3: Student Performance: Content Area: Writing Goal 4: Student Performance Content Area: Science Goal 5: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 2. By 2013, 78% of students (with an *emphasis on LQ)* will achieve proficiency (EOC Level 3 or above) in **Math**					
Strategies, Indicators and Progress Measures					
l. Strategy 2: Implement the research based strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor. Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016

II. Adult Implementation Indicator (s): **"CAUSE DATA"** 100% of teachers will implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math. 100% of teachers will implement the research-based strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor.	50%	60%	75%	85%	100%
	FCAT/EOC August 2012 71%	FCAT/EOC August 2013 78%	FCAT/EOC August 2014 84%	FCAT/EOC August 2015 91%	FCAT/EOC August 2016 100%

III. Student Performance Indicator (s):
    "EFFECT DATA"
 	
III. Student Performance Indicator (s):
    "EFFECT DATA"					

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
2.1 Teachers will post daily agenda, lesson focus higher order question, Benchmark, and homework daily.	Items Posted on board daily	Teacher and administrator	2012-2013 School Year	Intervention Teacher Training faculty on Researched based RtI strategies	CHS 2012-13 Faculty Trainings on Instructional Strategies	No funding required
2.2 Administrators will meet with Math teachers mid-year to review student data (Performance Matters, Compass Learning test results, grades, student attendance) and teacher data (parent contact logs) and teacher Individual Professional Development Plans (IPDP).	Documentation of meetings	Principal, Vice Principal	2012-2013 School Year	Intervention Teacher Training faculty on Researched based RtI strategies	CHS 2012-13 Faculty Trainings on Instructional Strategies	No funding required

3.3 Math teachers will attend district grade level CCSS training meetings during Pre-Planning.	Sign in sheets from trainings	Principal, Vice Principal	Pre-Planning 2012-13 School Year	None	District sponsored PD	No funding Required
Task 1 Incorporate the rubrics that are tied to the CCSS on student response papers.	Math Common Planning Meetings Minutes	Department Chair Principal, Vice Principal	2012-2013 School Year	None	Department Trainings on Tuesday's	No funding Required
Task 2 Incorporate Higher Order Question Stems throughout Core Curriculum.	Math Common Planning Meetings Minutes	Department Chair Principal, Vice Principal	2012-2013 School Year	Copies of the Question Stems each teacher received during Pre-Planning	Department Trainings on Tuesday's	No funding Required
	PD 360 Videos	Administrators	2012-2013 School Year	None	Review of PD 360 Videos during weekly Administrative meetings	No funding Required
Task 3 Use Classroom Walk-Through and Observation Tools to provide feedback to teachers on their teaching strategies and the incorporation of CCSS into their lessons.						
Task 4 PLC book studies for all teachers: NAVIGATING IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS: GETTING READY FOR THE COMMON CORE HANDBOOK SERIES.	PLC Minutes from each Department Chair and sign in sheet	Principal, Vice Principal	2012-2013 School Year	Books for each teacher	PLC	SIP Budget
Task 5 Implement Common Core Practice 4 Model	Math Common Planning Meetings Minutes	Principal, Vice Principal	2012-2013 School Year	Common Core Practice 4	Department Meeting Minutes	No Funding Required

with Mathematics for the 2012-2013 school year.					

School District of Clay County

Smart Goals **Smart = Specific Measurable Attainable Realistic Timely**					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 3: By 2013, all students in grade 10 will increase the number of students scoring a 4.0 or above on **Writing** FCAT by at least 5% over the previous year					
Strategies, Indicators and Progress Measures					
I. **Strategy 3:** Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction					

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): "CAUSE DATA" 100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.	45%	60%	75%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. Student Performance Indicator(s): "EFFECT DATA"	90%	94%	96%	98%	100%

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
3.1 Faculty Training to include training on incorporating researched based strategies implementing essay writing into individual curriculum.	Sign in sheets from training	Principal, Vice Principal	August 2012-ongoing	Intervention Teacher training faculty on research-based RtI Strategies	CHS 2012-2013 Faculty Trainings on Instructional Strategies	No funding required
3.2 9th and 10th grade English teachers will attend training on scoring CLAY writes Pre- and Post-test using the NEW FCAT WRITES 2.0 Essay rubric.	Sign in sheets from training	Principal, Vice Principal	September 2012	Writing Lead Teacher conducts training teachers on using research based strategies for Essay Writing	CHS 2012-2013 FCAT WRITES Training	No funding required
3.3 Writing teachers will hold writing camp 1 week prior to the FCAT WRITES test for lower 25% students and honor students (students are separated with strategies aimed at each level).	Sign in sheets from students	Principal, Vice Principal 10th grade level leader	February, 2013		CHS 2012-2013 FCAT WRITES Training	No funding required

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Other: Ex.</u> <u>School Climate, Attendance, other measureable school-specific goal,</u>					
Goal 4: By 2013, 50% of Biology Students will increase their BAseline Performance matters scores in Science by 1% according to the Assessment 3 results.					
Strategies, Indicators and Progress Measures					
I. **Strategy 4:** Implement the research-based strategy of designing and modifying instruction (with a focus on STEM opportunities) to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions					
***Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016

II. **Adult Implementation Indicator (s):** **"CAUSE DATA"** 100% of Science teachers will implement the research-based strategy of designing and modifying instruction (with a focus on STEM opportunities) to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.	25%	40%	50%	75%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. **Student Performance Indicator (s):** **"EFFECT DATA"**	61.8%	73.35%	80.09%	90.45%	100%

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
4.1 Teacher engages students in problem solving, experimental inquiry, and /or investigation tasks incorporating project based learning throughout the science curriculum. Tasks: Use Science Interactive Notebooks Science Fair peer review process	Lesson Plans, Classroom data	Principal, Vice Principal, Science Coach and Teachers	2012-2013 School Year	None	CHS 2012-2013 PLC Science Department incorporating project based learning throughout the science curriculum.	No funding required
4.2 Based on disaggregated data from Performance Matters Baseline Science test, the Science Department will develop an Instructional Focus Calendar for Science classes utilizing district curriculum maps/ pacing guides as provided.	Administration will be aware of the IFCs upcoming focus and monitor implementation through classroom walk-throughs.	Principal, Vice Principal	2012-2013 School Year	None	CHS 2012-2013 Faculty Trainings on Instructional Strategies	No funding required
4.3 Science teachers will extend Science beyond the classroom using North Fork Ranch as an Outdoor Educational Experience for 9-12 grade students.	Lesson Plan Checks and feedback from North Fork Ranch	*Principal, Vice Principal*	2012-2013 School Year	Busses	PD through North Fork Ranch participants prior to visits	PD Budget

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u>　**Goal 6:** <u>Other: Ex.</u> <u>School Climate, Attendance, other measureable school-</u> <u>specific goal,</u>					
Goal 5: Parental involvement will improve by 10% over the previous year as measured by attendance at after- school and community events					
Strategies, Indicators and Progress Measures					
I.　**Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning** II.					
***Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
III. **Adult Implementation Indicator (s):** 　　**"CAUSE DATA"** 100% of teachers will implement the research-based strategy of fostering two-way home/ school communication with all stakeholders to support student learning.	**55%**	65%	75%	90%	100%

	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
IV. **Student Performance Indicator (s):** "**EFFECT DATA**"	9th 75% 10th 70% 11th 60% 12th 75%	9th 81% 10th 77% 11th 70% 12th 81%	9th 87% 10th 85% 11th 80% 12th 87%	9th 93% 10th 93% 11th 90% 12th 93%	9th 100% 10th 100% 11th 100% 12th 100%

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
5.1 Incorporate use of automatic phone system (EDULINK), Parent Portal and CHS website to call all parents about upcoming events.	Teacher's Phone Log, EDULINK page and website	Administrators and Web Master	2012-2013 School Year	Computer	IS training on use of system	No funding required
5.2 Open House night advertised on sign, website, in newspapers, flyer home with students and phone call made.	Attendance at Open House	Administrators	2012-2013 School Year	Paper, Computer	None	No funding required
5.3 Teachers call parents when students are absent, grades fall below "C". Teachers mail home Positive Notes to parents.	Student and parent response	Teachers	2012-2013 School Year	Postage notes	None	No funding required

Smart Goals **Smart = S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Other: Ex. School Climate, Attendance, other measureable school- specific goal,</u>					
Goal 6: By 2013, DROP OUT RATE will decrease by 1% from 2012					
Strategies, Indicators and Progress Measures					
I. **Strategy 6:** Examines and uses a variety of data, with a focus on Drop Out Prevention to improve instruction and student achievement in order to reduce dropout rate by 1**%**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s) :** **"CAUSE DATA"** 100% of teachers will examine and use a variety of data, with a focus on Drop-Out Prevention to improve instruction and student achievement in order to reduce drop -out rate by 1%.	**75%**	85%	90%	95%	100%

	Drop Out Data August 2011-2012	Drop Out Data August 2012-2013	Drop out Data August 2013-2014	Drop out Data August 2014-2015	Drop out Data August 2015-2016
lll. **Student Performance Indicator (s):** **"EFFECT DATA"** Administrators and teachers will examine and use a variety of data, with a focus on Drop-Out Prevention to improve instruction and student achievement in order to eliminate the drop-out rate by 2015.	9%	7%	5%	3%	0%

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
6.1 Continue to monitor students' progress and place qualified students in Drop Out Prevention Program.	Teacher Grades, Guidance Counselor recommendation	Guidance Counselors, Vice Principal	2012-2013 School Year	None	None	No funding required
Compass Lab program available during school and after school for students needing credit recovery	Vice Principal Guidance Counselor recommendations ,	Guidance Counselors, Vice Principal	2012-2013 School Year	None	None	No funding required
6.2 Continue to incorporate COMPASS remediation availability to all students through courses	Teacher grades	Teachers, Administrators	2012-2013 School Year	None	None	No funding required
Teachers continue to contact parents on any student's grades below C.	Teacher Phone logs	Teachers administrators	2012-2013 School Year	None	None	No funding required
6.3 Mid-year meetings with teachers to review grades of students in classes.	Documentation of meetings	Principal, Vice Principal	2012-2013 School Year	None	None	No funding required